# University of the West of England
## BRISTOL

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1: Basic Data | | | | | | |
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| Module Title | Working in Partnership in Mental Health | | | | | |
| Module Code | UZZSNG-45-2 | | Level | 2 | Version | 1 |
| Owning Faculty | Health and Life Sciences | | Field | Mental Health and Learning Disabilities | | |
| Contributes towards | BSc (Hons) Nursing (Mental Health) | | | | | |
| UWE Credit Rating | 45 | ECTS Credit Rating | 22.5 | Module Type | Standard | |
| Pre-requisites | None | | Co- requisites | None | | |
| Excluded Combinations | None | | Module Entry requirements | N/A | | |
| Valid From | September 2013 | | Valid to | September 2019 | | |

| CAP Approval Date | 9 May 2013 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>• Discuss the core features of the therapeutic relationship in the care of the person experiencing mental health loss (Component A)<br>• Demonstrate knowledge of therapeutic skills used when engaging, assessing and communicating with people across the lifespan to promote recovery (Component A and B)<br>• Demonstrate developing skills in person centred interventions (Component B)<br>• Discuss what factors inhibit engagement for people with mental health needs, their family and friends (Component A and B)<br>• Recognise how personal and professional dynamics impact on partnership working with individuals with mental health needs (Component A)<br>• Discuss ethical dilemmas in mental health care (Component A)<br>• Evaluate the evidence base for therapeutic interventions (Component B)<br>• Discuss effective strategies that can be employed to support informed decision making and the ethical administration of medication (Component B)<br>• Explore processes for the assessment and management of clinical risk (Component B)<br>• Discuss active engagement with a range of support mechanisms to facilitate safe and reflective clinical practice (Component A) |
| Syllabus Outline | **Professional Values**<br>Professional codes, ethics and law<br>Principles of national and international health policy<br>Promoting best practice<br><br>**Communication and Interprofessional Skills**<br>Psychological factors inhibiting engagement |

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| | Technology to aid communication<br>Communication and healthcare informatics<br>Peer Assisted Learning (PALS)<br><br>**Nursing Practice and Decision Making**<br>Working in partnership with people with mental health needs, their family and friends<br>Therapeutic approaches i.e. Cognitive Behavioural Therapy, Solution Focused, Motivational Interviewing, Client Centred, Strengths model approach to recovery<br>Person-centred care<br>Factors inhibiting engagement<br>Collaboratively managing symptoms<br>Public health and promoting health and wellbeing<br>Ethical dilemmas in mental health, including capacity, decision making and confidentiality<br>Dealing with violence and aggression / conflict resolution<br>Working with people who have experienced:<br><br><ul><li>detention under the Mental Health Act</li><li>secure service provision</li><li>complex disorders and dual diagnosis i.e. co-existing disorders,</li><li>substance misuse, long term conditions, learning disabilities</li><li>suicidal ideation</li><li>self harm</li><li>negative labels due to behaviour associated with their diagnoses</li><li>difficulties engaging with mental health services</li></ul><br>Pharmacology and medicines administration and management<br>Safe guarding vulnerable groups, lessons from public inquiries<br>Maintaining a safe environment: Risk assessment, management and risk taking<br>Care planning<br>Assessment tools and strategies<br><br>**Leadership, Management and Team Working**<br>Principles of organisational structures, systems and processes<br>Principles of supervision, leadership and management<br>Organising and managing care |
| Contact Hours/Scheduled Hours | 108 hours of contact to include seminars, lecturers and online activities |
| Teaching and Learning Methods | A variety of approaches will be used which may include:<br><br><ul><li>Simulation of scenarios through TEL based platforms</li><li>Social Media</li><li>Simulation and skills</li><li>Workshops and masterclasses</li><li>Lectures and Seminars</li><li>Enquiry based learning</li><li>Case based learning</li><li>E learning (Blackboard)</li><li>Role play</li></ul><br>Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery |

| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE.  KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. |
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| Key Information Set - Module data | | | | | |
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| *Number of credits for this module* | | | | 45 | |
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| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
| 450 | 108 | 117 | 225 | 450 | ✅ |
| | | | | | |

The table below indicates as a percentage the total assessment of the module which constitutes

**Coursework**: Written report
**Practical Exam**: Oral Assessment

| Total assessment of the module: | | | | |
|---|---|---|---|---|
| | | | | |
| Written exam assessment percentage | | | | |
| Coursework assessment percentage | | | 50% | |
| Practical exam assessment percentage | | | 50% | |
| | | | 100% | |

| Reading Strategy | **Core readings:**<br>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.<br><br>**Further readings:**<br>All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.<br><br>**Access and skills:**<br>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library. |
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| Indicative Reading List | The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. *Current* advice on additional reading will be available via the module guide or Blackboard pages.<br><br>References are cited according to UWE Harvard, the prescribed form of referencing |

| | within the Faculty of Health and Life Sciences. |
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| | **Books:**<br>Bond, M. and Holland, S. (2010) *Skills of Clinical Supervision for Nurses: A Practical Guide for Supervisees, Clinical Supervisors and Managers.* [online]. 2nd ed. Berkshire: McGraw Hill-Open University Press. [Accessed 15 February 2013].<br><br>Harris, N., Barker, J and Gray, R. (2009*) Medicines Management in Mental Health Care.* [online]. Wiley-Blackwell: Sussex. [Accessed 15 February 2013].<br><br>Mearns, D. and Thorne, B. (2013) *Person Centred Counselling in Action.* 4th ed. London: Sage.<br><br>Mutsatsa, S. and Waugh, S. (2011) *Medicines Management in Mental Health Nursing.* London: Sage.<br><br>Onyett, S. (2003) *Team working in Mental Health.* Basingstoke: Palgrave MacMillan.<br><br>Ratner, H., George, E. and Iveson, C. (2012) *Solution Focused Brief Therapy: 100 Key Points and Techniques.* [online] Sussex: Routledge.[Accessed 15 February 2013].<br><br>Rollnick, S., Miller, R and Butler, C. (2008) *Motivational Interviewing in Health Care: Helping Patients change Behaviour.* New York: Guilford Press.<br><br>Smith, E. (2012) *Theories of Counselling and Psychotherapy: An Integrative Approach* London: Sage.<br><br>Westbrook, D., Kennerley, H. and Kirk, J. (2011) *An Introduction to Cognitive Behaviour Therapy Skills and Application.* 2nd ed. London: Sage.<br><br>Wrycraft, N. (2012) *Mental Health Nursing Case Book.* Berkshire: Open University Press.<br><br>**Journals:**<br>Issues in Mental Health Nursing<br><br>International Journal of Mental Health Promotion<br><br>Mental Health and Physical Activity<br><br>Mental Health Practice |

| **Part 3: Assessment** | |
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| Assessment Strategy | Component A:<br>A 15 minute oral assessment.  This will involve a discussion around a selected case study.<br><br>Component B:<br>A 2000 word case based assignment |

| Identify final assessment component and element | **B** | |
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| | **A:** | **B:** |
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| **% weighting between components A and B** (Standard modules only) | **50%** | **50%** |

**First Sit**

| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting<br>(as % of component)** |
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| 1.   15 minute oral examination | 100% |

| Component B<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
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| 1. 2000 word case based assignment | 100% |
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| **Resit (further attendance at taught classes is not required)** | |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1. 15 minute oral examination | 100% |
| | |
| **Component B**<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1. 2000 word case based assignment | 100% |
| | |
| If a student is referred/failed in practice they will be required to attend a further placement opportunity at the discretion of the award board. They do not attend other components of the module.<br><br>If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences. | |